Index

Number 1, 1–118
Number 2, 119–226
Number 3, 227–352
Number 4, 353–540
Number 5, 541–644

Charles R. Ault, Jr. Achieving *Querencia*: Integrating a Sense of Place With Disciplined Thinking, 605–637

Mary Beattie. Connecting the Prose and the Passion: Education as Making Connections, 515–531

David Blades. Positive Growth: Developments in the Philosophy of Science Education, 387–399

Elizabeth Campbell. Teaching and Learning Through Lived Experience, 1–5

Elizabeth Campbell. The Ethics of Teaching as a Moral Profession, 357–385

Carola Conle & Michelle Boone. Local Heroes, Narrative Worlds and the Imagination: The Making of a Moral Curriculum Through Experiential Narratives, 7–37

Carl Corter & Aimee Wolanski. "Standardized Tests and Froebel's Original Kindergarten Model" (W. H. Jeynes, 2006), 483–487

Alister Cumming. Research for and Within Literacy Instruction in Secondary Schools, 401–416

Jim Cummins. *Where Immigrant Students Succeed: A Comparative Review of Performance and Engagement in PISA 2003* (Petra Stanat & Gayle Christensen. eds., 2006), 493–497

Sara Efrat Efron. Moral Education Between Hope and Hopelessness: The Legacy of Janusz Korczak, 39–62

Kathleen Gallagher. *Dying to Teach: A Memoir of Love, Loss, and Learning* (Jeffrey Berman, 2007), 445–447

Rubén A. Gaztambide-Fernández. The Artist in Society: Understandings, Expectations, and Curriculum Implications, 233–265

Tara Goldstein, Guest Editor. Bridging, 227–231

Ruth Gustafson. Drifters and the Dancing Mad: The Public School Music Curriculum and the Fabrication of Boundaries for Participation, 267–297

Klaus-Henning Hansen. Rewriting *Bildung* for Postmodernity: Books on Educational Philosophy, Classroom Practice, and Reflective Teaching, 93–115

Robert J. Helfenbein. Conjuring Curriculum, Conjuring Control: A Reading of Resistance in *Harry Potter and the Order of the Phoenix*, 499–513

Glen A. Jones. The University and Society, 417–432

Mary Kooy. From Me to We: Writing the "Other" Into Narratives of Hope in Education, 119–123

Mary Kooy. *Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts* (3rd ed.) (Marilyn Cochran-Smith, Sharon Feiman-Nemser, & D. John McIntyre, eds., 2008), 439–443

Clare Kosnik. *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning About Teaching* (John Loughran, 2006), 437–438

Timothy J. Lensmire. How I Became White While Punching de Tar Baby, 299–322

Cheryl-Ann Madeira & James D. Slotta. *The Cambridge Handbook of the Learning Sciences* (R. Keith Sawyer, ed., 2005), 473–476

Wayne John Martino. Male Teachers as Role Models: Addressing Issues of Masculinity, Pedagogy and the Re-Masculinization of Schooling, 189–223

Cynthia A. McCallister. "The Author's Chair" Revisited, 455–471

Kelli Nigh. *The Wounded Researcher: Research With Soul in Mind* (Robert Romanyshyn, 2007), 435–436

Sarfaroz Niyozov. *How NGOs React: Globalization and Education Reform in the Caucasus, Central Asia and Mongolia* (Iveta Silova & Gita Steiner-Khamsi, eds., 2008), 477–482

Carla Lee Peck, Alan Sears, & Shanell Donaldson. Unreached and Unreasonable: Curriculum Standards and Children's Understanding of Ethnic Diversity in Canada, 63–92

Shelley Stagg Peterson. *Handbook of Writing Research* (Charles A. MacArthur, Steve Graham, & Jill Fitzgerald, eds., 2006), 449–453

John A. Ross. *Multilevel Analysis for Applied Research: It's Just Regression!* (Robert Bickel, 2007), 433–434

Jennifer A. Sandlin & Jennifer L. Milam. "Mixing Pop (Culture) and Politics": Cultural Resistance, Culture Jamming, and Anti-Consumption Activism as Critical Public Pedagogy, 323–350

Mary J. Schleppegrell. *Historical Discourse: The Language of Time, Cause and Evaluation* (Caroline Coffin, 2006), 489–490

Katherine Schultz, Cheryl E. Jones-Walker, & Anita P. Chikkatur. Listening to Students, Negotiating Beliefs: Preparing Teachers for Urban Classrooms, 155–187

Elizabeth M. Smyth. *Dominican Education in Ireland 1820–1930* (Maire Kealy, OP, 2007), 491–492

Heather Sykes. Narratives in Aboriginal, History and Place-Based Education, 541–544

Dennis Thiessen & Kelli Nigh. Changes in *Curriculum Inquiry*: Five Issues per Year Including One Annual Review Issue, 353–355

Brenda M. Trofanenko. More Than a Single Best Narrative: Collective History and the Transformation of Historical Consciousness, 579–603

Jennifer A. Tupper & Michael Cappello. Teaching Treaties as (Un)Usual Narratives: Disrupting the Curricular Commonsense, 559–578

Angelina Weenie. Curricular Theorizing From the Periphery, 545–557

Michalinos Zembylas & Zvi Bekerman. Education and the Dangerous Memories of Historical Trauma: Narratives of Pain, Narratives of Hope, 125–154